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ABSTRACT

This project at Tennessee State University (Nashville) attempted to enlarge the pool of qualified and motivated undergraduate black students for graduate study leading to a public service career. The project served three consecutive cohorts of black students entering the upper division of their undergraduate program; it emphasized curricular and extracurricular activities, including: standardized test preparation; an internship program; individual counseling and mentoring; and activities to enhance students' self-image and increase their awareness of public service careers, to inform them of educational opportunities at the graduate level, and to ease transition from undergraduate to graduate studies. Specifically, the program offered two special courses on use of computers in organizations and statistical applications; preparation for the Graduate Record Examinations (GRE); integration with graduate students in two seminars; a summer internship program in government and nonprofit agency jobs; and individual mentor relationships. Evaluation indicated that 76 percent of participants were admitted to graduate study or professional schools; that internships, mentoring, and test preparation materials and courses were well-received; however, enrollment in the two special courses and the two graduate seminars was disappointing. Results suggest that the extracurricular aspects of the projects were more effective than the curriculum innovations. Samples of project materials are appended. (DB)

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ED 415 752

Project Bridge: Linking the Undergraduate Curriculum with Graduate Studies and Careers in Public Administration for Minorities

Grantee Organization:

Institute of Government
Tennessee State University
3500 John A. Merritt Blvd.
Nashville, TN 37209-1561

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Grant Number:

P116B00947

Project Dates:

Starting Date: September 1, 1990
Ending Date: December 31, 1993
Number of Months: 40

Project Director:

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Institute of Government
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FIPSE Program Officer: Jewell Krejci

Grant Award:

Year 1	$47,871
Year 2	$51,703
Year 3	$58,097
Total	$157,671

HE 030 896

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Summary Paragraph

This project was designed to enlarge the pool of black undergraduate students who are qualified for and motivated to participate in graduate study leading to a public service career. The project included undergraduate and graduate level study, standardized test preparation, individual counseling and mentoring, and efforts at enhancing student self-image and self-confidence. The combination of these activities resulted in expanding the pool of black students entering graduate study and willing to consider public service careers.

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Project Bridge: Linking the Undergraduate Curriculum with Graduate Studies and Careers in Public Administration for Minorities

Final Report

EXECUTIVE SUMMARY

PROJECT BRIDGE: LINKING THE UNDERGRADUATE CURRICULUM WITH GRADUATE STUDIES AND CAREERS IN PUBLIC ADMINISTRATION FOR MINORITIES

Institute of Government
Tennessee State University
3500 John A. Merritt Blvd.
Nashville, TN 37209-1561

Dr. A. Robert Thoeny, Project Director
(615)-320-3015

Project Overview

The Institute of Government offers the MPA and Ph.D. in Public Administration. This project was designed to enlarge the pool of black undergraduate students who are qualified for and motivated to participate in graduate study leading to a public service career.

The project served three consecutive cohorts of black students entering the upper division of their undergraduate program. The project included a variety of curricular and extracurricular activities intended to enhance the students self-image, to increase awareness of public service careers, to inform students of educational opportunities at the graduate level, to ease the transition from undergraduate studies to graduate study, and to prepare students to take standardized graduate entrance examinations.

The project achieved most of its objectives and added substantially to an understanding of the difficulties in preparing and motivating black undergraduate students to enter public service graduate programs.

Purpose

The purpose of the Bridge Program was to address the problems of attracting adequately prepared black students to graduate study in programs leading to public service careers. Very well prepared and motivated black undergraduate tend to seek lucrative employment upon graduation or to pursue further graduate and professional study in high prestige fields such as law, medicine or business. Project Bridge targeted second tier students, that pool of students who if given special attention in their undergraduate years could be successfully brought into graduate study.

Background and Origins

The Institute of Government was created as the result of the settlement to the higher education desegregation suit in Tennessee. Tennessee State University, as it exists today, is the result of a 1979 merger of two institutions: Tennessee State University, an historically black university, and the University of Tennessee at Nashville, a predominantly white university. Current undergraduate enrollment is about 6000 headcount of which about seventy percent black. The 1000 or so graduate students are seventy percent white. The Institute's Master of Public Administration program is also about seventy percent white and its doctoral program nearly one hundred percent white.

In order to design and execute a successful program, it was necessary to overcome some institutional obstacles and to obtain additional financial support beyond the FIPSE grant. First, we had to enlist the support and active cooperation of the entire university faculty and staff in recruiting students for the Bridge program. Second, it was necessary to seek modification or exception to some of the policies of the Graduate School.

A paid internship program placing students in government and non-profit agency jobs was planned to be an important program component. We were able to obtain funding from the Kellogg Foundation to support this Project Bridge component.

Project Description

Bridge students were selected in the first term of their junior year. One project component focused on academic preparation for graduate school. Included were two special undergraduate courses introducing Bridge students to the use of computers in organizations and to statistical applications. In the final semester of their undergraduate study, Bridge program students were permitted to sit with regular MPA students in two graduate seminars. In the summer following graduation, Bridge students participated in the internship program. A Bridge program student who elected to participate in all these undergraduate academic activities could achieve the MPA degree one year following completion of his or her undergraduate study.

A second academic component of Bridge was preparation for the Graduate Record Examinations (GRE). We made available GRE self-study materials in various forms and conducted nine, day-long GRE preparation courses.

Project Bridge had a strong informational component, including a library of graduate program information, a job bank of public service employment opportunities, and one-on-one counseling sessions. Each Bridge student was assigned a mentor to build enthusiasm for a public service career and to encourage students to

work hard to achieve the necessary academic preparation for graduate study. A final component of Project Bridge included activities to enhance student self-image and self-confidence.

Evaluation/Project Results

The project results were on the whole quite positive. Participation in the two undergraduate courses fell short of what had been envisioned. Enrollment in the two graduate courses planned for the program was even a greater disappointment. The GRE preparation materials received wide circulation and the GRE preparation courses were well attended and well received.

The project met with clear success in terms of the components designed to enhance self-image and self-confidence. Students consistently reported a growing self-confidence in terms of their ability to succeed in graduate study and enjoy a meaningful post university career.

Of the Bridge students who have completed their undergraduate work, sixty-three percent have been admitted to graduate study and an additional thirteen percent are enrolled in professional schools. Of the five enrolled in graduate study, half have chosen programs leading to public service careers.

Dissemination efforts were made throughout the project. These efforts included dissemination to other universities through visitations and by presentations at professional meetings. Dissemination efforts were also successfully undertaken within the university. Efforts are now underway in other academic units to establish a bridge program for students to prepare for entry to medical and dental school and to move from undergraduate to graduate study in the field of criminal justice.

As to the future, the Institute of Government will continue to serve as a source for GRE preparation and for information related to career opportunities in the public service. We will not continue the special undergraduate courses or a formal mentoring program, and the future of the internship component of the program will depend upon our ability to identify outside funding.

Summary and Conclusions

In terms of "lessons learned" this project demonstrates the difficulty of implementing undergraduate-to-graduate degree programs through curriculum innovations, particularly when working with students pursuing a variety of undergraduate majors. The extra-curricular aspects of the project (internships, mentoring, workshops, counseling, etc.) were much more effective. This seems to support the thesis that a good deal of college student development and skill acquisition takes place outside of the college curriculum.

FINAL REPORT

PROJECT BRIDGE: LINKING THE UNDERGRADUATE CURRICULUM WITH GRADUATE STUDIES AND CAREERS IN PUBLIC ADMINISTRATION FOR MINORITIES

Project Overview

This project was conceived by faculty of the Institute of Government at Tennessee State University. The Institute offers a masters and a Ph.D. program in public administration. The project was designed to enlarge the pool of black undergraduate students who are qualified for and motivated to participate in graduate study. While graduate study in any field was encouraged, the project focused student's attention on careers in the public service and graduate programs designed to prepare public servants.

The project served three consecutive cohorts of black students entering the upper division of their undergraduate program. The project addressed several suspected barriers to increased participation by minority students to graduate public service education. Included were programs to enhance the students self-image, to increase awareness of public service careers, to inform students of educational opportunities at the graduate level, to ease the transition from undergraduate studies to graduate study, and to prepare students to take the Graduate Record Examinations and other standardized graduate and professional entrance tests.

The project was moderately successful, achieving most of its

objectives and adding substantially to an understanding of the difficulties in preparing and motivating black undergraduate students to enter public service graduate programs.

Purpose

The Bridge Program was conceived as a way of addressing two related problems which came to the attention of the Institute faculty in the mid-1980s. Both problems manifest themselves in the difficulty of attracting adequately prepared black undergraduate students to graduate study in programs leading to public service careers. Blacks are under-represented in public service career positions and in graduate programs designed to prepare individuals for these positions. In attempting to correct this condition, the Institute faculty observed that the very well prepared and motivated black undergraduate tended to seek and find lucrative employment upon graduation or to pursue further graduate and professional study in high prestige fields such as law, medicine or business. A program which would bring public service careers and graduate opportunities to the favorable attention of these well prepared students was needed.

A second problem was the very modest number of black undergraduate students who could be considered well prepared for graduate study in any field. The faculty reasoned that below the top level of skilled and motivated black undergraduates there

existed a pool of students who if given special attention in their undergraduate years could be successfully brought into graduate study. Further, the faculty surmised that this type of "second tier" student is likely to be found among undergraduates attending historically black colleges and universities (HBCUs). The Institute of Government, located at an HBCU, was in an advantageous position to address this problem.

Three years into the project, our understanding of the problem has remained stable. In fact, the three year project operation has documented the difficulties in attracting black undergraduates to public service careers and in preparing these students for graduate study.

Background and Origins

The Institute of Government was created as the result of the settlement to the higher education desegregation suit in Tennessee. The Institute was assigned a mission of offering the state's only Ph.D. program in public administration and for performing applied research and consulting services to state and local government. The Institute's location in the Tennessee capital greatly facilitates this mission. The Institute offers public administration programs at the masters and doctoral levels but has no undergraduate responsibilities.

Tennessee State University as it exists today is the result of

a 1979 merger of two institutions: Tennessee State University, an historically black university, and the University of Tennessee at Nashville, a predominantly white university. Today, Tennessee State is a university in transition. At the undergraduate level (approximately 6000 headcount) the institution remains seventy percent black. The 1000 or so graduate students are seventy percent white. The Institute's Master of Public Administration (MPA) program is also about seventy percent white and its doctoral program nearly one hundred percent white.

Institute faculty were aware of the difficulty of finding and recruiting well qualified black student to its graduate programs; and through their contact with state and local government agencies, faculty members were also aware of the disproportionately low percentage of blacks holding managerial positions in public agencies. The faculty recognized that the large number of black undergraduates at Tennessee State University was a potentially rich resource from which to recruit, but efforts to recruit the best qualified of these students to enroll in graduate study in public administration as preparation for a career in public service had met with very limited success. The best prepared students, heavily recruited by schools and programs leading to high prestige and high income careers, chose to pursue graduate study in other fields at other institutions.

Although the Institute offered no undergraduate instruction, contact with black undergraduate students has convinced Institute faculty that there existed a group of black students who, while not

among the best prepared students as undergraduates, demonstrated potential for success in graduate school. The faculty reasoned that if this group of students could be given extra attention in their last two year of undergraduate work, successful entry to graduate study and public service careers would follow. This extra attention would include efforts to insure that academic skills common to success in a wide variety of graduate programs were mastered, efforts to inform and students about graduate study opportunities, and efforts to motivate students to prepare for public service careers. Project Bridge was launched to provide this extra attention.

In order to design and execute a successful program, it was necessary to overcome some institutional obstacles. First, we desired to recruit students from across the curriculum, including students majoring in professional fields such as engineering, business, and allied health as well as students enrolled in arts and sciences. This in turn required that we have the support of the entire university faculty and staff in recruiting students for Project Bridge even though participation in "Bridge" would take student's time away from curricular and extracurricular work in their major field. Second, because the Institute was not assigned an undergraduate mission, and consequently it could offer no undergraduate courses, it was necessary to enlist the active cooperation of an undergraduate school to offer, to our specifications, the two undergraduate courses we believed to be essential for graduate study. Finally, because we envisioned

placing undergraduates in graduate courses in the last stages of the student's undergraduate work, it was necessary to seek modification or exception to some of the policies of the Graduate School.

The obstacles envisioned were overcome, but not without a good deal of effort persuading other components of the university to cooperate. All the undergraduate schools of the university were supportive of Bridge and rendered assistance in bringing the program to the attention of students majoring in their school. We negotiated with the Department of History, Geography and Political Science to use two of their existing courses as the vehicle for offering the two undergraduate courses we thought essential. Institute faculty developed the syllabus for both courses. We provided the instructor or paid the salary of non-Institute faculty teaching these courses. After much discussion the Graduate School agreed to waive some of its policies to permit undergraduate Bridge students to sit alongside graduate students in graduate courses.

One obstacle arose which we did not anticipate and which we were not able to overcome. The institution has a policy that credit for graduate courses taken by an undergraduate cannot be counted toward an undergraduate degree. The existence of this policy dissuaded most Bridge Program students from enrolling in graduate courses.

In order to interest Bridge Program students in public service careers, an internship program placing students in government and non-profit agency jobs was planned to be an important program

component. To make the internship experience particularly attractive to Tennessee State University students, most of whom have little financial support, the faculty believed that it was vital to provide a stipend for interns. Recognizing that FIPSE could not provide student stipends, we first approached the targeted government and non-profit agencies. While these agencies were more than willing to take our interns, they were not willing to provide a stipend. We then made a proposal to the Kellogg Foundation under its program in leadership development. Our proposal was successful and we were able to provide a stipend to all Project Bridge interns using Kellogg grant funds.

Project Description

The project had several components. Students selected for the Project Bridge were encouraged to participate in all project components but were not required to do so. The project design called for selecting students in the first term of their junior year. Students were be selected on the basis of their academic record compiled during the student's first two years in the university, supplemented by letters of recommendation and information each aspirant provided on the application form. In the first year of the program, eighteen students were selected. In the second and third year, thirteen and ten students, respectively, were admitted. The decreasing number reflected a modest tightening

of the selection standards as we gained experience.

One project component focused on academic preparation for graduate school. In their second semester of their junior year, Bridge students were invited to enroll in a special undergraduate course introducing them to the use of computers in organizations and providing hands on instruction in word processing, data base, and spreadsheet software. In the first term of their senior year, students were given the opportunity to enroll in a course in statistics and statistical applications. The content of both of these course matched the corresponding graduate courses which the Institute required of all students taking the MPA degree. For Bridge students who might later choose to pursue the MPA at the Institute, this arrangement made it possible, thorough credit by examination, to later earn six graduate credits toward the 36 credit hour MPA degree. In the final semester of their undergraduate study, Bridge students were permitted to sit with regular MPA students in two graduate seminars, both of which were required courses in the MPA. In the summer following graduation, Bridge students participated in the Kellogg Foundation sponsored internship program. The Institute faculty agreed to count this experience as meeting the internship requirement of the MPA. A Bridge program student who elected to participate in all these undergraduate academic activities could achieve the MPA one year following completion of his or her undergraduate study. We believed this would be an attractive feature of the program.

Although our self-interest dictated that we encourage students

to seek enrollment in our MPA program, we did design the academic component of the project to support graduate study in many disciplines and at other institutions. We selected statistics and computers for undergraduate study because the skills acquired in the study of these subject have wide applicability in graduate and professional school programs. The graduate seminars we selected for last semester seniors were those common to most accredited MPA programs, and while we could not guarantee their transferability, we believed these to be the best candidates for recognition by other institutions.

A second academic component of Bridge was preparation for the Graduate Record Examinations (GRE). This took two forms. First, we purchased multiple copies of GRE preparation materials, including books, audio tapes, and computerized practice examinations. These were made available on loan through the two libraries of the university and directly from the Institute offices. The computerized practice examination were place in the two main computer laboratories of the institution. In addition to the availability of these materials we conducted nine GRE preparation courses each lasting one full day. These courses were offered on weekends and Bridge students were encouraged to attend as many as they could.

Project Bridge included a strong informational component. The Bridge Project Coordinator collected graduate school catalogs and descriptive information and applications for a large number of programs leading to public service careers. Information on

fellowships and scholarships for graduate study by black students was also collected. A job bank of public service employment opportunities in the Nashville and middle Tennessee area was also maintained. These materials were brought to the attention of Bridge students and made available to them in the Institute offices. The coordinator counseled each Bridge student individually regarding career choices and assisted students making application for scholarships/fellowships or for admission to a graduate program. Providing information about public service careers was another informational component. Monthly luncheon meetings and occasional evening social gatherings were arranged for Bridge students to meet with one another and to hear speakers who could give personal testimony regarding the rewards of a public service career. These speakers, most of whom were African-Americans, were chosen to put positive role models before the Bridge students. The internship experience was also expected to be a way of introducing Bridge students to public service careers, and finally, the mentoring program, described below was designed to further student interest in the public service.

Each Bridge student was assigned a mentor. The first cohort of Bridge students were assigned mentors who were community leaders recognized for their public service work. Later cohorts were assigned mentors from within the university. The reasons for this shift in the mentoring component are addressed in the next section, but in both variations the mentorship component was intended to build enthusiasm for a public service career and to encourage

students to work hard to achieve the necessary academic preparation for graduate study.

A final component of the Bridge program was to enhance student self-image and self-confidence. We sensed that one reason black undergraduate students were not motivated to prepare for graduate work was a lack of belief in their ability to succeed. The Bridge program, through the social interaction of students with role models, through the mentorship component, and through the counseling provided by the coordinator was expected to help change the black students self-image and instill new confidence. Contributing to this component were special, extracurricular workshops held in how to conduct oneself in during an interview, how to sell one's ideas to a group, and how to present ideas in writing.

Bridge students in small groups were taken on a number of field trips which aided in their self-development. This travel included trips to:

- the 17th Annual Legislative Black Caucus Retreat
- a Public Health Conference
- the 18th Annual Legislative Black Caucus Retreat
- the University of Kentucky
- the Kellogg Foundation's College-Youth Leadership Conference
- the Atlanta College Fair.

The informational component of the program was very successful as measured by the large percentage of Bridge students who availed

themselves of the information and counseling of the coordinator. In preparation for this project final report, former Bridge program students were asked to complete a questionnaire. In terms of responses to this program the students found the information/social sessions to be very worthwhile and praised the internship experience.

The mentoring component achieved mixed results. As mentioned above, the first students admitted to Bridge were assigned mentors from the greater Nashville community who had achieved success and recognition for their public service. These people entered the mentoring program with very good intentions. Unfortunately, the best role models from the community were also very busy people, and many lived and worked at some distance from the university. Student and mentor had difficulty getting together with the frequency envisioned by the project planners and most relationships were short-lived. A difficulty arose from placing some black students with white mentors. Some blacks so placed did not believe they could "connect" with their mentor and the that the mentoring relationship was artificial. After this first experience, we began placing Bridge students exclusively with black mentors and chose the mentors from within the university community. We believe the later criteria has greatly increased the likelihood of student-mentor interaction and bonding.

Evaluation/Project Results

The project results were on the whole quite positive. Each component of the project is evaluated separately below.

The academic portion of the project was probably the least successful for a variety of reasons. Participation in the two undergraduate courses fell short of what had been envisioned. Bridge program students were drawn from a number of majors, and those majoring in engineering or business had already been exposed to computers and statistics. This reduced the number of students enrolled in these undergraduate course. The most we were able to enroll in any one term was thirteen and the average enrollment was six. A further difficulty ensued in trying to find an hour that all Bridge students could enroll in the computer or statistics course. Because students were drawn from many majors each with its own scheduling patterns, we could not find one offering time which could accommodate all who wished to enroll in these courses.

Enrollment in the two graduate courses planned for the program was even a greater disappointment. The Graduate School policy would only permit us to place undergraduates in graduate course during the student final undergraduate semester. We had planned these courses for the spring term, but we found that for several Bridge program students their final undergraduate semester was the fall term. While our original scheme may have worked with students attending a residential university with a less flexible curriculum, our application of this model at an urban institution allowing entry and exit at three points during the year met with great difficulty.

For those students who were in their final semester during the spring, the graduate course presented another obstacle. The university rule that prevented the student from counting these graduate courses as elective credit toward their undergraduate degree dissuade a number of otherwise eligible students form enrolling in graduate study. Either these graduate seminars would represent an overload to their final term undergraduate studies or they would have to delay graduation by a term to accommodate both the Bridge program and undergraduate requirements. With no guarantee that the graduate seminars would ever be recognized for credit toward a graduate degree and with the certainty that they would not be credited toward their undergraduate program. only four Bridge students enrolled in the graduate seminars.

The GRE preparation materials received wide circulation and the GRE preparation courses were well attended. Still, the Bridge program students were reluctant to take the GRE for the record, and those who were willing to do so delayed until late in final year and then only if the program to which they applying required submission of GRE scores. We had hoped to compare the scores of students completing the Bridge program with the scores of students with similar undergraduate records who did not participate in Bridge. To our dismay we discovered the Graduate School kept no records of GRE scores earned by Tennessee State University students nor did any other office at the university. We also concluded that the limited number of Bridge students at the time of this evaluation who had taken the GRE for the record was not an adequate

sample on which to base conclusions.

The project met with clear success in terms of the components designed to enhance self-image and self-confidence. All Bridge students responding to the evaluation questionnaire praised this component. Students consistently reported a growing self-confidence in terms of their ability to succeed in graduate study and enjoy a meaningful post university career. The mentoring component and the counseling sessions with the Coordinator were keys to this positive project outcome, although the internship experience and the extra-curricular work shops, travel and social interactions also contributed to this result. In terms of self-image and self-confidence, the project was somewhat less successful in changing students attitudes toward the GRE. Bridge students firmly believed what they had long heard, that the GRE was biased against members of their race and that one could do little to prepare for this kind of examination. While the Bridge experience did much to counter these beliefs, many students continue to view the GRE and preparation for the GRE with suspicion.

Only the first two cohorts of Bridge students have completed their undergraduate work. Of these sixty-three percent have been admitted to graduate study and an additional thirteen percent are enrolled in professional schools. Others have chosen to work, largely for economic reasons, and intend to consider graduate study in the near future. Of the five enrolled in graduate study half have chosen programs leading to public service careers.

Efforts were made throughout the project to disseminate the

project model. These efforts included dissemination to other historically black universities through visitations made by the project coordinator and by presentations at professional meetings by the project director. The latter included a conference on teaching public administration and an annual meeting of the Council of Minority Public Administrators.

Dissemination efforts were also undertaken within the university. These have been very successful. Faculty and administrators in other academic units have seized upon the notion of a bridge program and efforts are now underway to establish a bridge program for students to prepare for entry to medical and dental school and to move from undergraduate to graduate study in the field of criminal justice.

As to the future of the Project Bridge within the Institute of Government, we will continue to serve as a source for GRE preparation and for information related to career opportunities in the public service. We do not plan to continue the special undergraduate courses or a formal mentoring program, and the continuation of the internship component of the program will depend upon our ability to identify additional sources of funding.

Summary and Conclusions

In terms of "lessons learned" this project demonstrates the difficulty of implementing undergraduate-to-graduate degree

programs through curriculum innovations, particularly when working with students pursuing a variety of undergraduate majors. The extra-curricular aspects of the project (internships, mentoring, workshops, counseling, etc.) were much more effective. This seems to support the thesis that a good deal of college student development and skill acquisition takes place outside of the college curriculum.

Appendix

FIPSE support was very helpful. The grant funds were an absolute necessity; but beyond that, the encouragement and positive support of the FIPSE project officers were quite beneficial. The annual Project Directors Conference was also worthwhile. The opportunity to exchange ideas with others struggling to introduce new ways of doing things on campus was very valuable.

If there was a weakness in this example of FIPSE-institutional partnership, it was the instability of staffing. During the three plus years of the project, the university has three presidents, three academic vice-presidents, and four graduate deans! Since the active cooperation of persons in those positions was needed to assure project success, a great deal of time was spent making the argument for the project to new audiences. Adding to the institutional leadership instability, there were two project directors during the period of Project Bridge.

Leadership at the FIPSE level was equally unstable. In the project's three years, three different FIPSE program officers were assigned to Project Bridge.

Clearly. the potential for stability during the period of the project should be included in any evaluation of future FIPSE project proposals.

Attached are representative samples of materials used to attract students to Project Bridge and to evaluate the project.

Institute of Government
Tennessee State University
3500 John A. Merritt Blvd.
Nashville, TN 37209-1561

Telephone: (615) 320-3015

Dear

You have been recommended as a TSU student who might be interested in participating in the Bridge Program. The program is designed to prepare African-Americans for graduate studies and to help you make a transition to graduate school. In addition, the program will provide you more opportunities for a career in public service.

The program starts in the Spring semester of your junior, if you enroll. In that semester, you would take a course in computer applications that would instruct you in word processing and data base management. We will also conduct non-credit classes to prepare you for the Graduate Record Exam and assist you to apply to take that examination that semester. In the Fall semester of your Senior year, we will offer a course in statistics. In addition, our staff will assist you research graduate schools appropriate for your interests and sources of financial assistance. We will also assist in your retaking the GREs, if that seems advisable. In the Spring semester, you may enroll in two graduate seminars offered in the Institute of Government. These courses must be in addition to the other requirements for the completion of your undergraduate work.

Upon completion of your undergraduate work and if you apply to the Institute's Masters of Public Administration degree program, these two seminars will be counted toward your MPA. In addition, we will permit you to take an examination in statistics and computers based on the course work you all ready took. If you demonstrate satisfactory competence in those skills, we will grant you credit by examination for two other required courses in the MPA. Thus, by the summer of your graduation you may have an entire semester of graduate work already finished, 12 credits.

We have designed this program to assist African-American undergraduates overcome barriers to graduate studies. You will participate in the program as a group, providing support and encouragement from one another. We will take special effort to see that you acquire skills with personal computers, statistics, and standardized tests. Others have identified these as problems for African-Americans interested in pursuing graduate studies. If these are problems for you, we will work to take care of them. The Bridge Program is the first program of its kind in the country and is supported by a special grant from the Fund for the Improvement of Postsecondary Education, a program of the U.S. Department of Education.

We know that you are concerned with career possibilities. So we have designed this program to offer you increased access to careers in public service. From the time you enter the program, you will be meeting regularly with prominent civic leaders in the Nashville area who are interested in recruiting TSU students into state and local government agencies as well as non-profit community agencies.

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER M/F

The course work you take in the Bridge Program will prepare you for a paid internship during the summer you finish undergraduate studies. The Governor will designate you a "Governor's Intern" and state officials and other prominent leaders will conduct seminars and workshops as part of your internship. These seminars will provide you a unique overview of state government and issues.

Both of these parts of the program, the monthly meetings with local leaders and your paid internship as a Governor's Intern, will open doors for you, provide you work experience, and greatly enhance your resume.

If you choose to take your internship as part of the MPA program of the Institute of Government, it will convey 6 credits, presuming satisfactory completion of requirements. These 6 credits, in addition to the other twelve, would give you 18 credit hours towards a degree that requires 42 hours. You would have almost one-half of the course work for an MPA finished within three months of finishing your undergraduate studies. Finishing your degree could be easily accomplished in one year of full-time study or two years of part-time study as you work.

If you are an African-American junior with a 3.0 grade point average, this program was designed with you in mind. You have been recommended to us as a person who might be interested in this program, who could meet its requirements, and who might benefit from it.

The program requires some planning of your course work. Consequently, we would like to begin working with you and other interested students as soon as possible. We are taking applications for the program during the month of October. Please fill out the enclosed application form and send it in. If you need more information, please do not hesitate to call the Bridge Progam at 320-3015.

We look forward to hearing from you. Please share this information with a friend and others who might be interested in it.

Thank you.

Sincerely,

Richard A. Couto
Acting Director
Bridge Program

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THE BRIDGE PROGRAM

cordially invites

Y O U

to an

Employment Enhancement Seminar

AREAS OF FOCUS

- *Human Relations on the Job*
- *Politics in the Workplace*
- *Language Issues*
- *Physical Appearance*

WHEN
March 21, 1991
WHERE
Graduate Building
(Room 215)
TIME
3:05 p.m.

The Bridge Program: A road to excellence

Tennessee State University

Bridge History

The Bridge Program is located on TSU's main campus. The Bridge Program began in the fall of 1990. The program is designed to increase the number of African-Americans receiving graduate degrees and entering public service careers.

The program is open to all students attending Tennessee State University. One component of the program involves providing services for all TSU students and the other component of the program involves students in the Bridge cohort.

Services the Bridge Program Offers

University students can receive materials, information, and counseling on academic and career matters. Some of the services available to all TSU students include:

: Free GRE prep courses

: Special seminars and workshops such as interviewing and job enhancement

:Individualized counseling on career decisions and job development

:Applications and information on special summer programs and internships.

Who can apply to the Bridge Program?

All second semester juniors with at least a 3.0 grade point average are eligible to apply. Students enrolled in the Bridge cohort are required to take a required curriculum consisting of :

1. Computers for Public Administrators

2. Statistics for Public Administrators

3. Seminar in Public Administration

4.Politics and Administration

5. Internship in the summer after graduation

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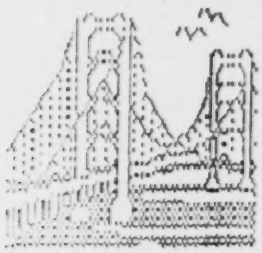
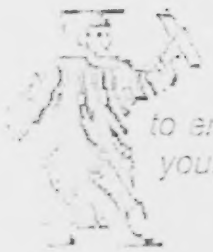
DON'T GET CAUGHT UNPREPARED
TEST FOR SUCCESS



The Bridge Program
Announces its



GRE Prep Course

to enhance your test taking skills and to imporove your score on the Graduate Record Exam (GRE)

WHEN
March 2 & March 3, 1991
WHERE
Women's Building
(Room 204)
TIME
8:00 a.m. - 6:00 p.m.

COST
No Charge

Please sign with Wanda McGowan in Room 105 of the Women's Building. Spaces are limited.

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ATTENTION

J U N I O R S ! !

THE BRIDGE PROGRAM

is headed straight for your future with

Course Credits
Mentors
Counseling

Paid Internships
GRE Prep Courses
Monthly Seminars

and much, much more!

*If you are an African-American student with a 3.0 GPA, then the **BRIDGE PROGRAM** is for **YOU**!! The BRIDGE PROGRAM is designed to increase the number of African-Americans entering public service careers and receiving graduate degrees.*

For more information, contact:

THE BRIDGE PROGRAM
Institute of Government
Women's Building, Room 105
Tennessee State University
3500 John A. Merritt Blvd.
Nashville, TN 37209-1561
(615)320-3015

NOW ACCEPTING APPLICATIONS UNTIL OCTOBER 10, 1991

BRIDGE PROGRAM

ATTENTION JUNIORS!!!

THE BRIDGE PROGRAM WANTS YOU!!

The goal of the Bridge Program is to increase the number of African-Americans receiving graduate education and entering public service careers.

Each year the Bridge Program selects 15 second-semester juniors with a 3.0 GPA or above to participate in its program. Students accepted in the Bridge Program can receive up to 18 semester hours towards a Masters degree in Public Administration. Students are accepted from all departments and majors. In addition to course credits, the program provides GRE prep courses, a paid internship, counseling, monthly speakers and/or seminars, mentors, etc.

The program is supported by funds from the W.K. Kellogg Foundation and FIPSE (Funds for the Improvement of Post Secondary Education).

For application and more information, contact:

Ms. Wanda McGowan
The BRIDGE PROGRAM
Institute of Government
Women's Building, Room 105
Tennessee State University
3500 John A. Merritt Blvd.
Nashville, TN 37209-1561
(615) 320-3015

APPLICATIONS WILL BE ACCEPTED UNTIL OCTOBER 10, 1991!!!

TSU
and the
BRIDGE PROGRAM
are on the move!!!
JUNIORS,
come move with
US!!!!

Dear Prospective Bridge Student:

I bring you greetings on behalf of the Institute of Government and the Bridge Program. The Bridge Program is designed to increase the number of African-Americans in public service careers and the number of African-Americans receiving graduate degrees. The program is open to juniors of African-American descent who have at least a 3.0 GPA or above. Students from all majors and departments are eligible to apply.

Students accepted into the program can receive up to 18 semester hours towards a Masters degree in Public Administration. These students will officially begin the program in the Spring of 1992 as second-semester juniors. At this time, Bridge students will be required to take the Introduction to Computers for Public Administrators course.

The program also provides the following services to all TSU students:

*seminars on public service careers, career enhancement, etc.
*information on scholarships and fellowships
*information on all the MPA programs in the country
*information on internships across the country
*personal, individualized counseling
*and much, much more!!

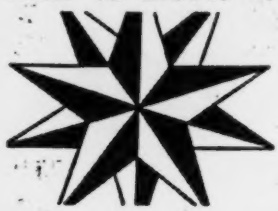
If you would like more information on the Bridge Program, please feel free to contact me at 320-3015 or pick up an application in Room 105 of the Women's Building.

Wishing you the best in all your endeavors, I look forward to working with you.

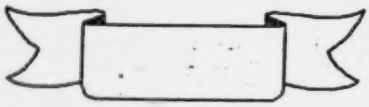
Sincerely,

Wanda McGowan
Program Coordinator

BRIDGE: A Star is Born



The BRIDGE Program is located in the Institute of Government on TSU's main campus. The Program began in the fall of 1990. BRIDGE is designed to increase the number of African-Americans receiving graduate degrees and entering public service careers.



The program is composed of two parts. One component is opened to all students attending Tennessee State University. University students can receive materials, information, and counseling on academic and career matters.

Among the services available to all TSU students are free preparatory courses for the Graduate records Exam, individualized counseling on career decisions and job development, special seminars and workshops, and applications on special summer program and internships in the field of public service.

The second component is the BRIDGE cohort. Each year the BRIDGE Program enrolls up to 15 students in its cohort. All second semester juniors with at least a 3.0 cumulative GPA are eligible to apply. Students enrolled in the cohort are required to take the following course curriculum:

(1) Computers for Public Administration in the second semester of their junior year;

(2) Statistics for Public Administrators in the first semester of their senior year;

(3) Seminar in Public Administration in the second semester of their senior year;

(4) Politics and Administration in the second semester of their senior year; and

(5) a paid internship for graduate credit after immediately receiving the Bachelors degree.

Upon completion of the BRIDGE Program, cohort students will have acquired enhanced prospects for employment in public service agencies due to their work experience and links with agencies that the internships will establish and information and application for enrollment.

Students also receive financial assistance for graduate studies at TSU and other universities, personal assistance from at least two sets of mentors about careers in public service and graduate studies, and students that enroll on the MPA program in TSU's Institute of Government could complete their MPA studies in one additional year of full-time study.

Cohort students can receive up to 18 semester hours of graduate credit towards the MPA degree.

//

GRE TEST DATE.....JUNE 5, 1993

Only
the GRE General Test
will be offered!

//

BRIDGE Student Visits UK

On November 11, 1992 BRIDGE student Nikol Atterberry visited both graduate programs and the medical school at the University of Kentucky in Lexington. She participated in medical school classes as well and discussed the challenges of medical schools with both UK students and faculty.

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PUBLIC SERVICE FELLOWSHIP PROGRAM

The Bridge Program is sponsoring its third annual Public Service Fellowship Program (PSFP). The PSFP is a leadership institute in public service. The program will run for ten weeks from June 1 - August 6, 1993. Students will receive a $1700 stipend for working at an agency or organization in the public service/non-profit sector.

A total of seven students were selected to participate in the program. Students selected to participate in this program are Marcus March, William Minter, Kimberly Elkins, Carol Boyd, Steven Seibert, and Mathew Oommen.

Student assignments range from research projects to administrative assignments and the provision of direct services. In addition to interning at agencies and organizations, participants will also attend a weekly, one-day leadership institute that is designed to cultivate and enhance their leadership skills and abilities.

Weekly institutes will also include GRE preparation, site visits to public service agencies, and presentations by public service professionals.

.....

A VERY SPECIAL THANKS

A special thanks is extended to Mr. Derrick Young for being the speaker at the monthly seminar in March. Mr. Young spoke on characteristics of an effective leader.

CONGRATULATIONS!!!

GRADUATING BRIDGE SENIORS:

Rita Thompson — *Cheryl McKinney*
Donald Bryant — *Nikol Atterberry*
Cecila Lanier — *Carla Finney*
Nicole Brooks — *Steven Seibert*

^^^^^^^^^^^^^^^^

BRIDGE STUDENTS PARTICIPATE IN UNIVERSITY RESEARCH DAY

On March 23, Bridge students participated in University Research Day. Student and faculty presentations were both informative and interesting. Presentations covered many different disciplines.

TSU faculty and staff were instrumental in making student presentations a success. TSU faculty and staff supervised student researchers and their presentations. BRIDGE wishes to thank all of the TSU faculty and staff who participated in making this event a success.

Three BRIDGE students participated in Research Day. They were Marcus Marsh under the supervision of Dr, Michael Martin and Cecilia Lanier and Rita Thompson under the supervision of Dr. Joan Elliott.

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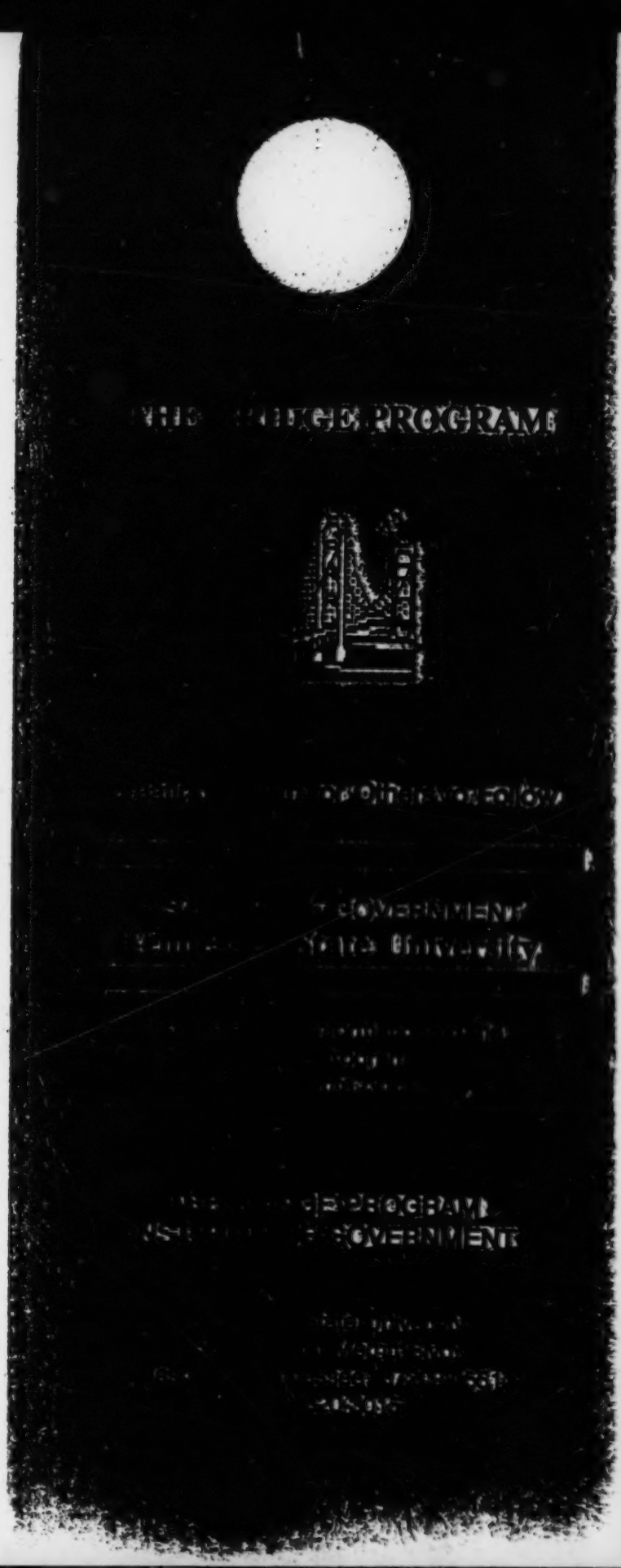

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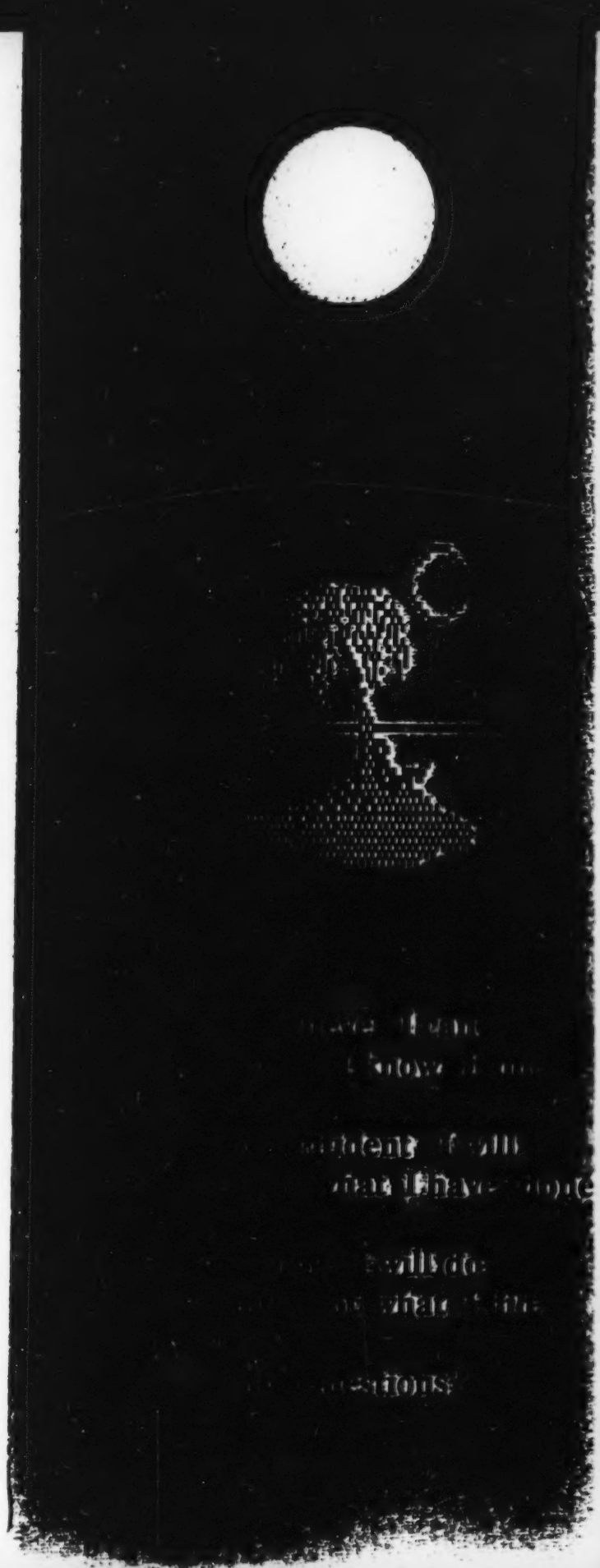

For additional information, contact:

The Bridge Program
Institute of Goverment
Tennessee State University
3500 John A. Merritt Blvd
Nashville, TN 37209-1561
(615) 320-3015

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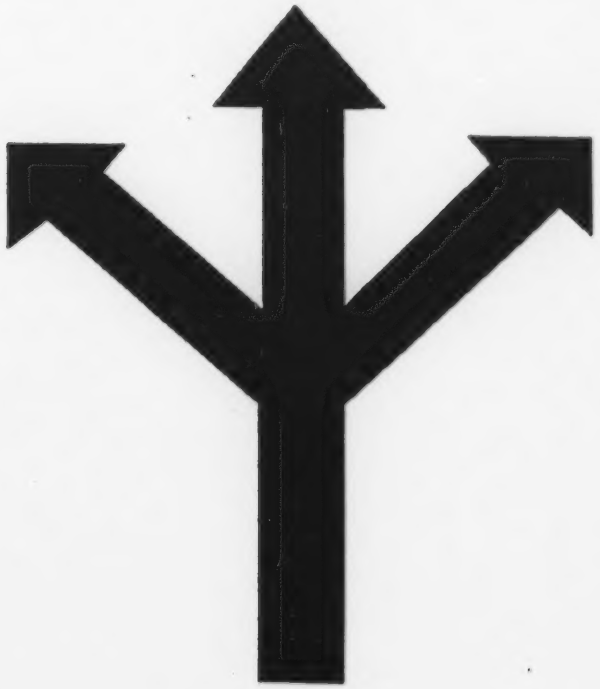
Introducing...

THE BRIDGE PROGRAM



DID YOU KNOW THAT:

**Between 1976 and 1984, graduate enrollment increased by only 3 per cent?*

**From 1976 to 1985, the number of African-Americans enrolled in graduate studies decreased by 19 per cent?*

**From 1976 to 1985, the number of African-American students earning Masters degrees dropped by 30 per cent?*

THE BRIDGE PROGRAM

The Institute of Government at Tennessee State University began the Bridge Program to address the declining enrollments of African-American students.

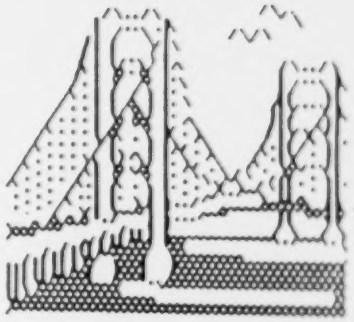
The program seeks to assist all students attending TSU by providing information and advice concerning special programs and internships, graduate schools, application processes, financial aid, career choices, etc.

Another part of the Bridge Program calls for the annual enrollment of 15 second-semester juniors with a cumulative GA of 3.0 or above. These students are selected from all majors, departments, and school at the University.

Students who are officially enrolled in the program can receive up to 18 semester hours toward the MPA degree here at Tennessee State University.

FIRST ANNUAL

BRIDGE PROGRAM WELCOME LUNCHEON



SUNDAY
FEBRUARY 3, 1991
12:00 P.M.
MAXWELL HOUSE HOTEL

PROGRAM

LUNCH

WELCOME

INTRODUCTION OF SPEAKERS

SPEAKERS

- *Ms. Joan Clayton,*
  Associate Executive Director of YWCA
- *Brigadier General Ken Jordan,*
  Assistant Adjutant General for the Air Guard
- *Mr. William C. Haynes,*
  Research Director of Tennessee Commission on Children and Youth

REMARKS

BRIDGE PROGRAM PARTICIPANTS

NIKOL ATTERBERRY
CYNTHIA BILLOUPS
NICOLE BROOKS
DONALD BRYANT
DANA COOPER
CHEVESE DAVIS
SAUL EADY, JR.
JENNIFER ELLIS
CARLA FINNEY
NOELLA GAITER
TARA GREEN
KARLENE GRIFFITHS
NIKKI JOHNSON
LUCAS MUSEWE
ANNESA PAYNE
STEVEN SEIBERT
ANGELA SIMS
ANDERIA STEWARD

Evaluation

Graduate Record Examination Prep Class March 23, 1991

In order to improve the conduct of this assistance and to guarantee that it meets the needs of students, we would like information about your reaction to this session. All responses are confidential. The only use of this information will be to build on the strong aspects of this class and to improve on other aspects.

Check the session to which this information applies: __ am __ pm.

The content of the instruction was

__helpful and what I expected

__not helpful to my preparation for the GRE.

The instructor was

__ excellent __ good __ fair __ poor.

This session could be improved by each of the following changes:

_____

_____

_____

_____

_____

I learned of this session by:

__ a poster __ a classroom announcement __ direct contact by staff

__ other (please explain)_____.

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April 1, 1991

As a dean's list student you may be interested in participating in the Bridge Program. The program is designed to prepare African Americans for graduate studies and to help you make a transition to graduate school. In addition, the program will provide you more opportunities for a career in public service.

The program starts in the Spring semester of your junior year, if you enroll. In that semester, you would take a course in computer applications that would instruct you in word processing and data base management. We will also conduct non-credit classes to prepare you for the Graduate Record Exam and assist you to apply to take that examination that semester. In the Fall semester of your Senior year, we will offer a course in statistics. In addition, our staff will assist you research graduate schools appropriate for your interests and sources of financial assistance. We will also assist you in your retaking the GREs, if that seems advisable. In the Spring semester, you may enroll in two graduate seminars offered in the Institute of Government. These courses must be in addition to the other requirements for the completion of your undergraduate work.

Upon completion of your undergraduate work and if you apply to the Institute's Masters of Public Administration degree program, these two seminars will be counted toward your MPA. In addition, we will permit you to take an examination in statistics and computers based on the course work you all ready took. If you demonstrate satisfactory competence in those skills, we will grant you credit by examination for two other required courses in the MPA. Thus, the summer of your graduation you may have an entire semester of your graduate work already finished, 12 credits.

We have designed this program to assist African-American undergraduates overcome barriers to graduate studies. You will participate in the program as a group, providing support and encouragement from one another. We will take special effort to see that you acquire skills with personal computers, statistics, and standardized tests. Others have identified these as problems for African-Americans interested in pursuing graduate studies. If these are problems for you, we will work to take care of them. The Bridge Program is the first program of its kind in the country and is supported by a special grant from the Fund for the Improvement of Post Secondary Education, a program of the U.S. Department of Education .

We know that you are concerned with career possibilities. So we have designed this program to offer you increased access to careers in public service. From the time you

enter the program, you will be meeting regularly with prominent civic leaders in the Nashville area who are interested in recruiting TSU students into state and local government agencies as well as non-profit agencies.

The course work you take in the Bridge Program will prepare you for a paid internship during the summer you finish undergraduate studies. The Governor will designate you a "Governor's Intern" and state officials and other prominent leaders will conduct seminars and workshops as part of your internship. These seminars will provide you a unique overview of state government and issues.

Both of these parts of the program, the monthly meeting with local leaders and your paid internship as a Governor's Intern, will open doors for you, provide you work experience, and greatly enhance your resume.

If you choose to take your internship as part of the MPA program of the Institute of Government, it will convey 6 credits, presuming satisfactory completion of requirements. These 6 credits, in addition to the other twelve, would give you 18 credit hours towards a degree that requires 42 hours. You would have almost one-half of the course work for an MPA finished within three months of finishing your undergraduate studies. Finishing your degree could be easily accomplished in one year of full-time or two years of part-time study as you work.

The program requires some planning of your course work. If this program interest you, we would like to begin working with you as soon as possible. Please call the Bridge Program at 320-3015.

We look forward to hearing from you. Please share this information with a friend and others who might be interested in it.

Thank you.

Sincerely,

Richard A. Couto
Director

BRIDGE PROGRAM
STUDENT APPLICATION FORM

Please type or print legibly in black or blue ink.

Name_____
last name first name middle initial

Social Security Number_____

Campus Mailing Address_____

_____

Campus Telephone Number_____
(area code) number

Home Address_____

City_____State_____Zip Code_____

Campus Telephone Number_____
(area code) number

Major_____Minor_____

Classification (as of September of this year)_____

Cumulative Grade Point Average (as of September this year)_____
(An official transcript of all colleges and universities must be sent to the Bridge Program)

Extracurricular Activities_____

_____

Awards and Special Recognition_____

_____

Work Experience_____

_____

Year Graduated From High School_____ Class Standing: Top_____

High School Graduated_____

City_____ State_____

High School Activities_____

_____

_____

I, _____, do hereby attest and certify
student's name
that the information contained in this application is true to the best of my abilities.

_____ _____
student's name date

BRIDGE PROGRAM
FACULTY RECOMMENDATION FORM

Student should complete this section.

Student's Name_____ requests that you
please print or type

provide a recommendation to the Bridge Program staff. The Bridge Program prepares undergraduates for graduate studies, provides advanced graduate work, and opens up access to careers in public service. Would you please complete the following information and return it to the Bridge Program? Your quick response will assure the complete consideration of this student for the program.

I, _____, ( ) waive/( ) do not waive
student's name

my right to see this recommendation.

_____ _____
student's signature date

Faculty completes this section. Please place a check in the parentheses before the appropriate response.

I have known this student as (check as many as apply)
- ( ) an instructor/professor in one of his/her classes.
- ( ) an instructor/professor in more than one of his/her classes.
- ( ) an academic advisor.
- ( ) an extracurricular activity advisor.
- ( ) other (Please explain) _____

_____

_____

This student has ( ) far superior ( ) better ( ) average ( ) less than average academic ability than other students at this institution.

This student ( ) has definitely ( ) has somewhat ( ) has not distinguished herself or himself for positive contributions and leadership in the activities I have observed.

This student completes assignments ( ) in a distinguished manner ( ) well ( ) in an average manner ( ) in a less than average manner.

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This student has ( ) excellent ( ) good ( ) fair ( ) poor potential for success in graduate studies in an average program.

This student would represent TSU ( ) in a distinguished manner ( ) well ( ) poorly in public settings with work responsibilities.

This student has ( ) excellent ( ) good ( ) fair ( ) poor potential for a career in public service.

I recommend this student ( ) with great enthusiasm ( ) without reservation ( ) with reservation.

Comments_____

_____

_____

_____

Please feel free to provide us any additional information that you think will help us judge the qualifications of this student for the Bridge Program. Thank you for your time and assistance.

Your Name_____ Department_____
please type or print

Signature_____ Date_____

Telephone Number_____

Please return this form to:

Bridge Program
Institute of Government
Tennessee State University
3500 John A. Merritt Blvd.
Nashville, TN 37209-1561
(615)320-3015

revision June 1991

BRIDGE PROGRAM QUESTIONNAIRE

1. Did your participation in the Bridge Program have a positive influence on (check all that apply):

   ___ Your motivation to continue your education beyond the bachelor's degree.

   ___ Your preparation for graduate or professional education.

   ___ Your interest in a career in public service.

   ___ Your self-image and confidence in your ability to succeed in post-graduate education or work.

2. If you participated in the GRE preparation component of the Bridge Program, did that preparation help you to raise your GRE scores?

   --- Yes ___ No ___ Did not participate.

3. How much improvement in GRE scores did you experience?

   _____

   _____

4. Place a single check mark by the program component which was most valuable to you and a double check mark by the component which you found to be of least value to you. For any Program comment in which you did not participate, place an "X".

   ___ Monthly lunch meetings with speakers.

   ___ Career and academic counseling by the Program Coordinator, Mrs. McGowan.

   ___ GRE preparation.

   ___ Undergraduate courses in statistics and/or computers.

   --- Information on graduate education opportunities and assistance in making application.

   --- The internship experience.

5. On the back of this page, please make any other positive or negative comments about your experience in the Bridge Program.

Evaluation

Graduate Record Examination Prep Class March 23, 1991

In order to improve the conduct of this assistance and to guarantee that it meets the needs of students, we would like information about your reaction to this session. All responses are confidential. The only use of this information will be to build on the strong aspects of this class and to improve on other aspects.

Check the session to which this information applies: __ am __ pm.

The content of the instruction was

__helpful and what I expected

__not helpful to my preparation for the GRE.

The instructor was

__ excellent __ good __ fair __ poor.

This session could be improved by each of the following changes:

_____

_____

_____

_____

_____

I learned of this session by:

__ a poster __ a classroom announcement __ direct contact by staff

__ other (please explain)_____.

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